

Immunology ARCP Decision Aid –August 2014

The table that follows includes a column for each training year which documents the targets that have to be achieved for a satisfactory ARCP outcome at the end of the training year. This document replaces previous versions from August 2014.

Curriculum topic	ST3	ST4	ST5	ST6	ST7
Fundamental Immunology	Level 1 competent	Level 2 competent	Level 2 competent	Level 3 competent	Level 3 competent
Primary immunodeficiency	Level 1 competent	Level 2 competent	Level 2 competent	Level 2 competent	Level 3 competent
Autoimmune disease and systemic vasculitides	Level 1 competent	Level 2 competent	Level 2 competent	Level 2 competent	Level 3 competent
Allergic diseases	Level 1 competent	Level 2 competent	Level 2 competent	Level 2 competent	Level 3 competent
Laboratory Immunology (see laboratory training manual and record)				Level 3 competent in all core areas of laboratory immunology	
Audit assessment (AA)		1 completed project		1 completed project	
Teaching observation (TO) episodes	1	1	1	1	1
Acquisition of common competencies - see below	20%	40%	60%	80%	100%
ALS	Valid	Valid	Valid	Valid	Valid
Examinations			FRCPPath part I		FRCPPath part II
MSF		Satisfactory		Satisfactory	
Patient Survey	Satisfactory		Satisfactory		
Minimum number of SLEs (mini-CEX and CbD) and DOPS	6	6	6	6	6

Educational Supervisor's Report	Satisfactory – to include summary of MCR and any actions resulting	Satisfactory – to include summary of MCR and any actions resulting	Satisfactory – to include summary of MCR and any actions resulting	Satisfactory – to include summary of MCR and any actions resulting	Satisfactory – to include summary of MCR and any actions resulting
Multiple Consultant Report	2	2	2	2	2

The above table serves as a guide to ARCP panels in assessing the progress of trainees in Immunology. The rate at which each individual trainee will acquire the necessary knowledge base in the 5 main subject areas of the curriculum (fundamental immunology, immunodeficiency, autoimmune disease, allergy and laboratory immunology) will inevitably vary. The incremental nature of acquisition of competencies (L1 to L3) is mapped against key learning outcomes as defined in the curriculum. It is meant to be interpreted flexibly and designed to ensure that the progress of trainees is measurable. While failure to achieve coverage of the precise proportion of the curriculum at the end of each year should not be seen as an insurmountable barrier to trainee progress, it is necessary for all trainees to achieve Level 3 competence across the curriculum and complete the FRCPPath examination by the end of the training programme.

Common competencies

Evidence such as reflective logs, courses, teaching and SLEs should be used to demonstrate exploration of these curriculum competencies. The following common competencies will be repeatedly observed and assessed but do not require linked evidence in the ePortfolio:

- History taking
- Clinical examination
- Therapeutics and safe prescribing
- Time management and decision making
- Decision making and clinical reasoning
- Team Working and patient safety
- Managing long term conditions and promoting patient self-care
- Relationships with patients and communication within a consultation
- Communication with colleagues and cooperation
- Personal Behaviour